

TEACHING DESCRIPTIVE TEXT WRITING BY USING POWERPOINT PRESENTATION

A Pre-Experimental Study at the Seventh Grade Students of MTsN 1 Pontianak in Academic Year 2011/2012

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Abstrak : Penelitian ini terfokus pada pengajaran menulis teks descriptive dengan menggunakan presentasi PowerPoint. Tujuan penelitian ini adalah untuk mengetahui keefektifan dari penggunaan presentasi PowerPoint dalam pengajaran menulis teks descriptive terhadap siswa-siswi kelas VIIB MTsN 1 Pontianak pada tahun ajaran 2011/2012. Penelitian ini menggunakan pre-eksperimen studi dengan disain satu grup pre-test post-test. Populasi penelitian adalah seluruh siswa kelas VII tahun ajaran 2011/2012. Subjek penelitian ini terdiri atas 32 siswa dari kelas VIIB. Data penelitian didapatkan dengan menggunakan tes tertulis dan dianalisa menggunakan rumus ES (tingkat efektifitas). Hasil penelitian menunjukkan bahwa ukuran keefektifan dari perlakuan (ES) adalah 2,64 ($ES > 0,5$). Berdasarkan kriteria tingkat efektifitas dikategorikan tinggi. Hasil ini menunjukkan bahwa pengajaran menulis teks deskriptif menggunakan presentasi PowerPoint efektif terhadap siswa-siswi kelas VIIB MTsN 1 Pontianak pada tahun ajaran 2011/2012.

Kata Kunci : PowerPoint, Media, Teks Deskriptif.

Abstract : This research is focused on teaching descriptive text writing by using PowerPoint Presentation. The aim of this research is to know the effectiveness of teaching descriptive text writing by using PowerPoint Presentation to the seventh grade students of MTsN 1 Pontianak in the academic year 2011/2012. It is a pre-experimental study where the form used is one group of pretest and posttest design. The population in this research was all the seventh grade students of MTsN 1 Pontianak in academic year 2011/2012. It involved 32 students from class VIIB as the research subjects. The data were collected by written test and analyzed by ES (Effect Size) formula. The finding show the effect size of treatment (ES) is 2.64. Since the value is higher than 0.5, the effect size of treatments (ES) is categorized as highly effective. It means that teaching descriptive text writing by using PowerPoint Presentation to the seventh grade students of MTsN 1 Pontianak in academic year 2011/2012 gave a significant effect to improve the students' achievement.

Keywords: PowerPoint, Media, Descriptive Text.

Teaching and learning is a process or an activity of taking and giving knowledge and information. In this activity, there are two groups of people which are involved, they are teachers and students. Teaching is an activity where

the teacher helps the students to give them knowledge or information. As Brown (2000: 7) says, "Teaching is any activity of the person to show or to help other how to do something in order to know and to understand the instruction given".

Furthermore, Brown (2000: 7) says, "teaching is guiding and facilitating learning, enabling the learner to learn and setting the conditions for learning." It means in teaching, the teacher guides the students and setting out the condition that enables the students to know or understand to do something by giving or showing them an instruction.

While, learning according to Brown (2000: 7) is, "Acquiring or getting of knowledge of a subject or a skill by study, experiences, or instruction." It means that learning is an activity of the learner in acquiring knowledge by studying the lesson or material, their experiences, or instruction from the teacher. In teaching and learning process, a teacher gives lesson and the students learn from the given lesson.

Teaching is more than just giving information to the students. In teaching, the teacher interacts with the students, creates a good atmosphere among them, so that they feel interested on the lesson. A good atmosphere in teaching process can motivate the students to involve in their learning activity. Thus, the teacher is expected to be more creative and try the teacher's best to make the classroom lively in teaching learning process.

Teaching English in Junior High School includes four language skills. They are listening, speaking, reading and writing. Writing is one of language skills that can be used as a means to express the writers' idea based on their thoughts and feelings. Writing is necessary in academic purpose and it is considered that having a good writing skill is a must for the students. Through writing the students can practice to express their ideas, thoughts and feelings in written form.

The main purpose of teaching writing is the students are expected to be able to communicate accurately and appropriately in the form of writing. As Ghaith (2002) states, "Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete". The students must be able to organize the ideas to construct the sentences, to use punctuation, vocabularies, grammar and spelling well. They are also expected to be able to arrange the writing into cohesive and coherent text.

In the School Based Curriculum (KTSP), there are several text types that should be learned by the seventh grade of Junior High School students. One of them is descriptive text. Descriptive text refers to a text which describes the characteristic of a specific thing, for example a specific person, animal, or object (Harsyaf et.al, 2009: 13). The aim of descriptive text is basically to give information about a person, place, event or action being described. The description includes parts, physical appearance and characteristics of the object being described. Students are expected to be able to write this text.

Meanwhile, based on the interviewed that was done to the teacher, the researcher found out that the students of the seventh grade of MTsN 1 Pontianak in academic year 2011/2012 still poor in constructing the generic structure of descriptive text. They often missed the identification part. Almost of them wrote description part only. As we know identification is important part in descriptive. Identification is needed to introduce the object to be described in the descriptive text. This parts gives the writers clue what will they write in the next part.

Description presents the detail characteristics of the object such as parts, physical appearance and characteristics of the object. It explains the object in detail. Another problem that the writer found were students still made mistakes in using language features in descriptive text such as the use of simple present tense. It might be the biggest fear for the students while working on their writing, and finally made them got stuck about what they are going to write about.

Based on the observation of researcher in teaching and learning process, teacher taught the generic structure and the language features of descriptive text from students' handbook. The teacher had provided model about the text. After teacher gave the explanation and sample of the text and analyzed the generic structure of the text, the teacher asked the students to write. The teacher also provided some topics that can be chosen by them in writing. Unfortunately, the students still did not know what they were going to write. The researcher concluded that there were some aspects that the teacher did not do in teaching and learning process such as the use of media. The teacher just teach the material from students' handbook.

In teaching English, the teacher's creativity is very important. A verbal presentation all the time in the classroom will not be effective. Monotonous activities in teaching make students get bored and their attention will decrease. Therefore, any media is very helpful to support the teaching learning process. It can be used to enhance student interest and it will help to improve the retention of material given.

Media is a communication channel, which refers to anything that carries information from the source of information to the receiver of information, for instance text, images, video, television, and books (Sutrisno, 2011). Association of Education and Technology (AECT) of America cited in Sadiman et.al (2010: 6) defines the media as all of the vehicles used for channeling message or information. Furthermore, Briggs (1970) cited in Sadiman et.al (2010: 6) state that media is the physical means which is used to deliver the message and to stimulate the students to learn. From the definition above, it can be concluded that media can be used to deliver the teaching materials in the classroom in order to make the teaching and learning process more effective.

The researcher believes that media provide variation in the teaching learning process so students pay more attention to the material given and stimulate them to learn. In this research, the researcher used PowerPoint Presentation as the media in teaching descriptive text writing. PowerPoint is a presentation program that usually used in teaching learning process. This presentation program is developed by Microsoft Corporation. PowerPoint is often used to create business presentation, but also can be used for educational or informal purposes. The presentations are comprised of slides, which may contain text, images, and other media, such as audio clips and movies.

Giles and Baggett (2008:45) view, "Using computer presentation programs, such as Microsoft PowerPoint, allows teachers to include charts, clip art, photographs, sounds or video segments to demonstrate concepts". In addition, Asyhar (2011: 45) states, "PowerPoint Presentation is a kind of multimedia presentation that consists of text, graphics, pictures, sound and video which can be used to convey the material in teaching and learning process." It means that PowerPoint presentation is the use of some media types into an integrated

application or presentation to deliver the material in teaching and learning process.

This media is complete visual media that can help to explain complicated topic in teaching and learning process. By combining text, pictures, sound and video in teaching descriptive text writing students are easier gain the ideas and information. The students can see the concrete sample from what will be displayed in the powerpoint, for instance a specific place, person, or thing. Thus, the students are able to see clearer description about what they have to write on the paper, therefore, they will make better descriptive text.

According to Sriyanto (2009) “there are some advantages of the use of PowerPoint Presentation, they are: 1)Presentation will be more interesting because there is colors, fonts and animations, both animated text or animated images. 2)Stimulate students to learn more information about the teaching materials presented. 3)The students comprehend the information better visually.4)Teachers do not need to talk a lot in explaining the teaching materials that are being presented. 5)The materials can be printed as needed. 6)Data can be stored in the form CD or flash, so it can be taken everywhere.”

Based on the explanations above, the researcher conducted a pre-experimental study at the seventh grade students of MTsN 1 Pontianak. The researcher believed that PowerPoint Presentation could make the process of teaching and learning in the classroom more enjoyable and interesting.

RESEARCH QUESTIONS

How effective is the use of PowerPoint Presentation in teaching descriptive text writing to the seventh grade students of MTsN 1 Pontianak in academic year 2011/2012?

METHOD

a. Form of Research

Since the purpose of this research was to know the effectiveness of using PowerPoint Presentation in teaching descriptive text writing to the seventh grade students of MTsN 1 Pontianak in academic year 2011/2012, the researcher used pre-experimental study which was appropriate method to be used to solve the problem of this research. Cohen (2005:212) defines pre-experimental design to *One-Shot Case Study, One-Group Pretest-Posttest, and Intact-Group Comparison*”. In this research, the researcher used *One-Group Pretest-Posttest*. Arikunto (1985:78) said that pre-experimental design is conducted by two observations. They are pre-test that given is before the treatment and post-test that is given after treatment. The form of the pre-experimental study which the writer applies can be seen as follows:

Table 1 The The form of the pre-experimental study

Pre-test	Treatment	Post-test
X1	T	X2

Apply X1, it is pre-test which given before teaching or the treatment. The purpose is to know the students' basic acquisition in writing descriptive text before the

treatments given. Next step is apply T, it is considered as treatment. The treatment is teaching descriptive text writing by using PowerPoint Presentation. The last step is apply X2, it is post-test that is given after treatment. The purpose is to know the students' achievement after the treatment given.

b. Sample

Marczyk (2005: 18) says that sample is a subset of the population. The population in this research was all the seventh grade students of MTsN 1 Pontianak in academic year 2011/2012. There were 224 students from 6 classes with 32 students taken from class VII B as the sample of the research. In this research the data was collected by measurement techniques. The tool of data collecting was written test.

c. Procedure

The procedure of teaching descriptive text writing by using PowerPoint presentation as follows: 1) The teacher introduces and explains about descriptive text, its generic structure, and language features of descriptive text by using of PowerPoint Presentation. It will be displayed through LCD projector. 2) The teacher exposes the students a video. The video contains description that describes the object in the video. 3) The students and teacher analyze the video together. Here, the teacher helps students to identify the generic structure and the language features of descriptive text in the video. 4) Teacher and students review the vocabulary which is used in descriptive text in the video. 5) The teacher gave the explanation about writing activities that will be done by the students. 6) The students were asked to work in pair, their task was filling in the blank spaces of incomplete sentence. 7) Finally, after they worked in pair, teacher displayed a picture on the screen. 8) students were asked to write their own descriptive text based on the picture displayed. 9) The students submit their task.

FINDINGS AND DISCUSSION

a. Findings

Based on the result of the data analysis, the researcher presented the research findings related to the effectiveness of teaching descriptive text writing by using PowerPoint presentation to the seventh grade students of MTsN 1 Pontianak in academic year 2011/2012. The findings as follows:

1. The Students' Mean Score of Pretest

The pretest was given before the treatment. The result of the pretest showed the result of the students' score before treatments. The pretest score ranged from 40 to 80. The total score of students' pretest was 1935. The students' mean score of pretest was 61.09. The percentage of students' score in pretest:

Table 2 The percentage of students' score in pretest

No	Score Range	Number of Students	Percentage (%)
1	< 75	30	94%
2	≥ 75	2	6%

Since the standard of minimum score for English subject in this school is 75. It can be seen from the table above that there were only 2 from 32 students passed the pretest.

2. *The Students' mean score of Posttest*

The posttest was given after the pretest and the treatments. The posttest was also considered as the final evaluation of students' mastery of writing descriptive text after taught by using PowerPoint Presentation. The total score of students' posttest was 2435. The students' meanscore of posttest was 76.09. The percentage of students' score in posttest:

Table 3 The percentage of students' score in posttest

No	Score Range	Number of Students	Percentage (%)
1	< 75	11	34%
2	≥ 75	21	66%

It can be seen from the table above there were 21 students passed the posttest and 11 students did not pass it. To obtain the degree of effectiveness of the treatment in order to see how effective the use of PowerPoint Presentation in teaching descriptive text writing to the seventh grade students of MTsN 1 Pontianak in academic year 2011/2012, the researcher using the effect size formula.

Based on the statistical analysis on the effect of the treatment, the effect size of the treatment (ES) is 2.64. Since the value is higher than 0.5, the effect size of treatments (ES) is categorized as highly effective. It means that teaching descriptive text writing by using PowerPoint Presentation to the seventh grade students of MTsN 1 Pontianak in academic year 2011/2012 gave a significant effect to improve the students' achievement.

b. Discussion

Based on the data analysis, the researcher found the students' achievement in descriptive text was influenced by the teaching and learning process. It was shown by the result of posttest which was higher than pretest. Before the treatment was given, the mean score of pretest was 61.09. It had passed yet the standard of minimum score for English subject in this school. After they had been given the treatment, the mean score of posttest was 76.09. This finding showed that there was an improvement of students' score after giving the treatment. Cohen (2000:213) says that, "the research has been success if the researcher finds that posttest score indicates greater than pretest score". Based on the score of this research, it was indicated that the students' performance in posttest was better than in pretest. It mean that the treatment by using PowerPoint Presentation had effect to students' achievement in writing descriptive text.

In this research, the writer found the factors that caused and affected the result. First, PowerPoint Presentation is complete visual media that can help to explain complicated topic in teaching and learning process. By combining text, pictures, sound and video in teaching descriptive text writing students are easier gain the ideas and information. The students can see the concrete sample from what will be displayed in the powerpoint, for instance a specific place, person, or thing. Thus, the students are able to see clearer description about what they have to write. As the result the students get the ideas how to write descriptive text more clearly, therefore, they will make better descriptive text.

Second, this media also could be be used to attract students' attention by

designing the material in colorful and attractive ways for instance by combining animation, picture, and video with sound. So the students interested in learning. It could also make the teacher easy to deliver and focus on the goal of teaching. As the result the students could comprehend how to write descriptive text more clearly. This media also could help to create comfortable atmosphere to reduce stress and boring situation in learning English because by using this media the teaching material from their textbook can be designed and presented as interesting as possible. It could make the process of teaching and learning in the classroom more enjoyable and interesting.

In conclusion, based on the research finding, the hypothesis of this research has been answered, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Therefore, teaching descriptive text writing by using PowerPoint Presentation is highly effective to the seventh grade students of MTsN 1 Pontianak in academic year 2011/2012.

CONCLUSION

Based on the research finding, the researcher concluded that there was an improvement of students' score in posttest after applying PowerPoint presentation as the media in teaching descriptive text writing. The result of the students' meanscore before and after the treatment is 61.09 and 76.09. The effect size score of treatment by using PowerPoint Presentation is 2.64 ($ES > 0.5$) This score is categorized as high. It means the use of PowerPoint Presentation is effective in teaching descriptive text writing especially at the seventh grade students of MTsN 1 Pontianak. In the research process, the researcher found out there were some problems such as few students who were not interested in lesson. Most of them kept silence in teaching learning process. To minimize this problem, in pair work, the teacher mixed them with the active students. It help them in getting passion in teaching learning process. When using the PowerPoint Presentation for teaching writing, the teacher should be ready with any situation that may occur during the process of learning. For instance, when the teacher explains the materials the student may make some noise or talking. Thus, the teacher has to handle them well.

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